DOCUMENT RESUME

ED 029 997 08 VT 008 695

By-Kishkunas, Louis J.
Pittsburgh Technical Health Training Institute Demonstration Project: Quarterly Report.
Pittsburgh Board of Public Education, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-6-2015
Pub Date 15 Sep 67
Grant-OEG-1-6062015-1839
Note-26p.
EDRS Price MF-$0.25 HC-$1.40
Descriptors-Adult Vocational Education, *Curriculum Development, *Demonstration Projects, Educational Programs, *Health Occupations Education, Instructional Materials, Job Analysis, Material Development, *Nurses Aides, *Program Descriptions

This fifth quarterly report covers the period June 15, 1967 to December 15, 1967 of a project aimed at demonstrating a faster method of training higly qualified workers for the health field. During this period, nurse aides were trained in a pilot program based upon the educational objectives derived from entry level behavioral specifications previously verified by a job analysis survey. The 172-page "Nurse Aide Handbook" which had been begun during the previous quarter was completed and utilized. Unit quizzes, work sheets, progress records, daily lesson plans, and an overall schedule were developed and applied. The research team conferred regularly with course instructors in order to obtain maximum utilization of techniques suggested in the second quarter in-service program. Performance test scores of the experimental groups were significantly higher than those of the control group, and the experimental curriculum reduced the training time by 25 percent. The next project phase will include comparison of the experimental and control groups both at the end of training and on the job. Appendixes include sample worksheets, a sample lesson plan, and an overall course schedule. Earlier reports are ED 019 508, ED 019 509 and ED 011 978. (JK)

ED029697

BL C1

SUBJECT: Pittsburgh Technical Health Training Institute

AUTHOR: Louis J. Kishkunas

DATE SUBMITTED: February 14, 1969

OFFICE OF RESEARCH

PITTSBURGH PUBLIC SCHOOLS

Malcolm M. Provus, Director

VT008695

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PITTSBURGH TECHNICAL

HEALTH TRAINING INSTITUTE

DEMONSTRATION PROJECT

QUARTERLY REPORT

Louis J. Kishkunas
Principal Investigator

Office of Education Grant Number OEG1-6062015-1839
The Vocational Education Act of 1963, P. L. 88-210, Section 4(c)

THE PITTSBURGH BOARD OF PUBLIC EDUCATION
PITTSBURGH, PENNSYLVANIA

September 15, 1967

The Project Reported Herein Was Supported
By a Grant from the
United States Department of Health, Education, and Welfare
Office of Education
Bureau of Research
Division of Adult and Vocational Research

PITTSBURGH TECHNICAL
HEALTH TRAINING INSTITUTE
DEMONSTRATION PROJECT

QUARTERLY REPORT

SUMMARY OF PROJECT

The Pittsburgh Technical Health Training Institute Demonstration Project, funded by the Office of Education Grant OEG1-6062015-1839, is being directed by Louis J. Kishkunas, Assistant Superintendent for Occupational, Vocational, and Technical Education, Pittsburgh Board of Public Education. This report includes the period from June 15, 1967 to September 15, 1967 and serves as the fifth quarterly report of the total period from June 15, 1967 to December 15, 1967.

The purpose of this project is to demonstrate a faster method of training more highly qualified workers in order to meet the expanding manpower demands in the health field. The major objective of this demonstration project is to test and demonstrate in a pilot program the feasibility, economic soundness, and educational benefits of a broad concept for training in the health service occupations. This includes the development of a dynamic and flexible educational system for health service occupational training, innovations in instructional techniques, re-orientation and training of teachers, and the development of an effective physical plan for the unification of training programs in these occupations.

The demonstration project procedural design is based upon the research studies of the preceding year. In that project, job classifications and required entry behaviors in various health occupations were studied; occupational needs

and placement possibilities in the tri-state area were surveyed and an estimate made of future needs. Certification standards were examined and curricula, course outlines, and teaching methods in use in various programs were collected.

The procedure for the remainder of the project will involve the completion of curriculum development for the Nurse Aide Program, completion of the In-service Health Training Program for the training of teachers in the health occupations, and evaluation and documentation of the project's achievement in its basic objectives.

STAFFING

The following individuals are directly concerned with the research:

PRINCIPAL INVESTIGATOR
Louis J. Kishkunas, Ph. D.

DIRECTOR OF OVT FEDERAL PROGRAMS
William K. Penn, M.S.

DIRECTOR OF THE HEALTH TRAINING INSTITUTE
Robert G. Lamping, M. A.

DIRECTOR OF RESEARCH
Sallie O. Davis, Ph. D.

CURRICULUM AND PROGRAM ANALYST
Alvin Mark Resnick, B. A.

RESEARCH ASSISTANT
Anne S. Albert, B.S.

CONSULTANT
Lee Sullivan, B. A.

ILLUSTRATOR
Edward Lee Salter

Objective #1

To Demonstrate a Dynamic and Flexible Educational System for Health Service Occupational Training

During this quarter of the project, the demonstration of the curriculum rationale for paramedical occupations was followed in a pilot program for training nurse aides. The preliminary findings indicate that the curriculum developed by following the specified rationale fulfilled the objectives of faster training with no loss in quality of performance. Performance test scores of the experimental groups, who were in the demonstration program, were significantly higher than those of the control group, who had been trained by the usual methods, and the experimental curriculum reduced the training time required to reach the necessary proficiencies by twenty-five percent (a reduction of training time from eight to six weeks). The description of the experimental design and the methodology utilized will be detailed in the final report.

The nurse aide instructional program was based upon the educational objectives derived from the entry behavior specifications for nurse aides, behaviors which were verified by the job analysis survey conducted by the research team during the second quarter of the project.

All the materials used in the experimental program were screened or developed, prepared, and scheduled in accordance with the research team's findings concerning the subject matter, student characteristics, psychology of education, and philosophy of education. (Data from job analyses and description of student characteristics were given in the quarterly report dated March 15, 1967.)

A major undertaking of the research team, which was initiated in the previous quarter, was the development of the Nurse Aide Handbook of basic nursing procedures. The development of the handbook was undertaken because it was found that existing handbooks studied by the research team were not considered suitable for meeting the educational objectives specified as a result of the job analysis survey.

During this quarter the provisional text of the Nurse Aide Handbook was completed and was used as the textbook for the nurse aide students in the pilot program. It is believed that the Nurse Aide Handbook will be useful in the health training field in the pragmatic approach to content that makes it particularly suitable for the comprehension and absorption of a specific stratum of students. It was written and edited in step-by-step procedures in clear basic English to afford an easier, quicker grasp of the fundamentals by the nurse aide students. About one hundred and fifty illustrations were used, and the format was such that no pages presented a formidable amount of print. For special emphasis, key points or special cautions were set apart and enclosed in boxes, usually on the page the tasks to be learned were specified. The 172-page handbook includes instructions for the performance of tasks which were designated by the team's job analysis survey[1] as those most often performed by nurse aides in area institutions.

---

[1] Pittsburgh Board of Public Education, Pittsburgh Technical Health Training Institute Demonstration Project, Quarterly Report, March 1967, pp. 1-19.

In designing and correlating the entire program, the research team developed unit quizzes as stimulants to learning. These quizzes were given in class, graded immediately by the students themselves, and then discussed in class with the instructors, thus providing the students with an immediate feedback on the correctness or incorrectness of their responses. The purpose of the quizzes was for instructional implementation and motivation rather than evaluation.

In addition to unit quizzes, three examinations were developed, and given at specified times during the six weeks course. Each examination was a test of the students' comprehension of the training techniques in which they had been instructed in the immediately preceding period and was used for purposes of evaluation.

Also, work sheets were developed for units where maximum transfer could be expected, i.e., for those units where the type of information to be supplied by the student on the work sheet would be supplied in the conditions of actual on-the-job performance, such as in the nurse aide's computation of a patient's intake and output. (See Appendix A) Other work sheets which were developed also emphasized skills in observation and the need for accuracy.

All of the materials were developed and sequenced to maximize the students' feelings of success and sense of achievement and to minimize students' feelings of inadequacy, frustration, and consequent drop out. Individualization of instruction was emphasized in the nursing arts laboratory and in the clinical situation where there was repeated evaluation of each student's performance by the instructor. This provided the information necessary for the instructor to provide the individual student with the specific remedial training, additional practice or advanced experience indicated by her performance.

Progress records were developed so that a continuous record could be maintained of each student's progress in the pilot program. The detailed skills to be mastered were listed and, when successfully performed by the student, were checked in his presence by the instructor, thus providing an immediate feedback to the student and allowing her the beneficial sense of achievement.

In order to implement classroom instruction for the demonstration group, use was made of a variety of carefully chosen visual aids. Filmstrips, films, and transparencies were selected in specific areas related to providing basic patient care and integrated into the program. Students were shown filmstrips of accepted hospital procedures in categories such as admission and discharge of the patient, sterilization, and therapeutic treatments; films which, for example, dramatized the importance of asepsis in everyday care of the patient and the vocational significance of paramedical work; and, by overhead projector, transparencies which presented a number of charts, diagrams, outlines, and illustrations of equipment pertaining to the students' immediate area of study. In addition, the actual use of equipment throughout the course helped to familiarize the students with equipment they would normally be required to use on the job.

Daily lesson plans designed by the research team were provided the instructors. The lesson plans specified the objectives, visual aids to be used, homework assignments, form of evaluation, and the type of presentation (role play, demonstration, group discussion, lecture, supervised clinical work). (Appendix B)

In addition to the daily lesson plans, an overall schedule was prepared on which the entire program was outlined (Appendix C). The outline indicated the sequence of lessons, visual aids,work sheets, tests, quizzes, and homework assignments.

Finally, in keeping with the concept of a "dynamic and flexible educational system" the research team has undertaken a revision of its curriculum and the reediting of the nurse aide handbook, Basic Care of the Patient, which the team created specifically for the curriculum. The characteristic of written instructive original material which makes it particularly well suited for a demonstration program is that it can be edited and modified to incorporate the recommendations of those who have used it in teaching. The revisions being undertaken are based upon the recommendations of the instructors and were solicited by the research team in the belief that those who utilized the curriculum have a perspective on the work which is invaluable in contributing to a successful program.

The revisional work is, as well, predicated upon the theory that just as a curriculum must be continually revised to meet the needs of the individual student, it must also be flexible and dynamic as an entity to meet the greater sphere of needs of the profession and of education.

Objectives #2 and #3

Innovations in Instructional Techniques and Reorientation and Training of Teachers

The techniques presented during the In-service Training Program in the second quarter were utilized in the current demonstration program. The research team conferred regularly with the course instructors of the demonstration groups in order to obtain maximum utilization of the suggested techniques.

Objective #4

Development of an Effective Physical Plan for the Unification of Training

The building which will house the Health Training Institute is well under way with a projected completion date of April 1968.

UNANTICIPATED PROBLEM

Changes of personnel have disrupted orderly progress of the project but have not had a serious impact, and it is anticipated that the project will be completed on December 15, 1967 as scheduled.

PLANS FOR THE NEXT REPORTING PERIOD

The research team has begun the evaluation and finalization phase of the demonstration project. This phase will include comparisons of the experimental and the control groups in their performance of specified skills both at the end of training and on the job. An evaluative check list is to be constructed in which the graduate will be asked to evaluate how well the training program prepared her for performing on the job.

In an effort to achieve an objective evaluation of the training program, technical behavior rating scales will be provided the hospital supervisors of graduates of both the control and experimental groups. A short incubation period on the job will be allowed the graduates of the experimental groups before requesting an evaluation of their performance, to afford them an opportunity to gain some experience on the job. The results of these overall ratings

will be compared, and statistical analyses will be applied to the data to test for differences between the two groups of nurse aides. In addition, the next quarter's work will include the evaluation and revision of the experimental curriculum and Nurse Aide Handbook. Also, the final report will be prepared.

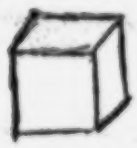
APPENDIX A

SAMPLE WORKSHEET

INTAKE AND OUTPUT

INTAKE

Measurements of liquids are taken either in ounces (oz.) or in cubic centimeters (cc).



A cubic centimeter is a cube with each edge one centimeter long. This is a little more than one third of an inch.

8 oz. equals 250 cc.

1 quart contains 32 oz.

1 pint contains 16 oz.

Problem 1: A patient drinks a half pint of milk. This is _____oz. or _____cc.

Problem 2: A water pitcher contains one quart of water. This is _____oz. or _____cc.

Problem 3: A patient drinks 4 oz. of juice. This is _____cc.

Contents of frequently used containers.

1 pot of tea	250 cc.	1 pot of broth	150 cc.
1 pot of coffee	300 cc.	1 cup	150 cc.
1 large water glass	240 cc.	1 cube ice cream	100 cc.
1 medium water glass	175 cc.	1 serving jello	100 cc.
1 fruit juice glass	100 cc.	1 carton milk	240 cc.
1 ice tea glass	225 cc.	1 large cream	100 cc.
1 bottle 7-Up	200 cc.	1 small cream	25 cc.

Problem 4: A patient drinks one and one-half cups of coffee. This is _____ cc.

Problem 5: A patient eats one third of a serving of ice dream. This is _____cc.

INTAKE AND OUTPUT (continued)

Problem 6: Compute the intake for Mrs. Mary Ryan from 7:00 a.m. to 3:00 p.m. in cc.

7:00 a.m.	1 glass of water (medium size)	_____cc.
7:30 a.m.	1/2 pot of coffee	_____cc.
	1 glass of orange juice	_____cc.
10:00 a.m.	3/4 carton of milk	_____cc.
12:00 noon	1 cup of broth	_____cc.
	1 glass of ice tea	_____cc.
3:00 p.m.	1 serving of ice cream	_____cc.
	Total	_____cc.

The intake for Mrs. Mary Ryan from 7:00 a.m. to 3:00 p.m. is _____cc.

Problem 7: Mr. James Grant did not eat all of his dinner. When you remove his tray, you see that he ate only half of his cup of soup and half of his jello. He ate all his ice cream, but drank only half his carton of milk. What is his liquid intake.

How to solve this problem:

Step 1 List the liquids he consumed. Subtract the left over liquid from the amount that was served.

Step 2 Place the number of cc. next to the item.

Step 3 Check each item.

Step 4 Total the number of cc.

Step 5 Enter into the record.

1/2 cup of soup	_____cc.
1/2 serving of jello	_____cc.
1 serving of oce cream	_____cc.
1/2 carton milk	_____cc.
Total	_____cc.

The intake for Mr. James Grant at dinner is _____cc.

INTAKE AND OUTPUT (continued)

Problem 8: Mrs. Jane Wilcox is on "intake" from 3:00 p.m. to 11:00 p.m. She received an intravenous feeding of a pint of glucose. Her dinner tray contains a cup of broth, a dish of jello, a serving of ice cream, and a pot of coffee. When you remove her tray, you find one third of the broth leftover, about half of the jello, and a third of the coffee left in the pot. At 8:00 p.m. Mrs. Wilcox drinks a bottle of gingerale. What is Mrs. Wilcox's intake from 3:00 p.m. to 11:00 p.m.

1 pint of glucose _____cc.

1 cup - 1/3 cup = 2/3 cups of broth _____cc.

1 serving Jello- 1/2 serving = 1/2 serving of jello _____cc.

1 ice cream _____cc.

1 pot of coffee - 1/3 pot = 2/3 pot of coffee _____cc.

1 bottle of gingerale _____cc.

Total _____cc.

The intake for Mrs. Jane Wilcox from 3:00 p.m. to 11:00 p.m. is _____cc.

INTAKE AND OUTPUT (continued)

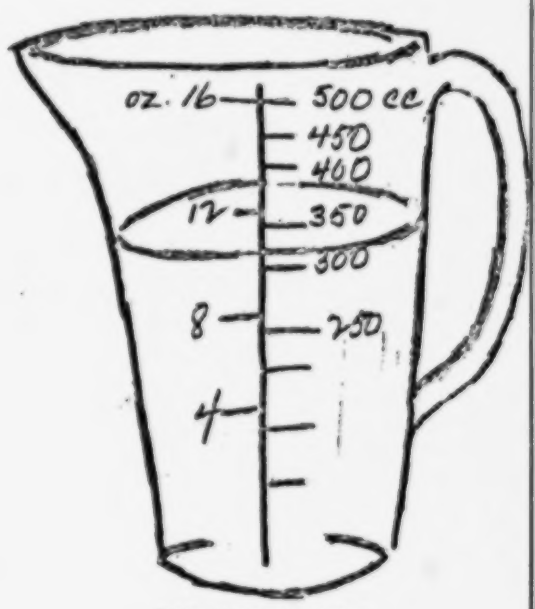
OUTPUT

Output of liquids is measured in ounces or cubic centimeters. The liquids to be measured are urine, vomitus, liquid bowel movements and drainage. In order to measure their quantity they must be poured from the emesis basin or the bedpan into the graduate. The calibration on the graduate is marked in ounces and in cubic centimeters.

Problem 1: Compute the output for this patient in ounces (oz.) and in cubic centimeters (cc.).

URINE

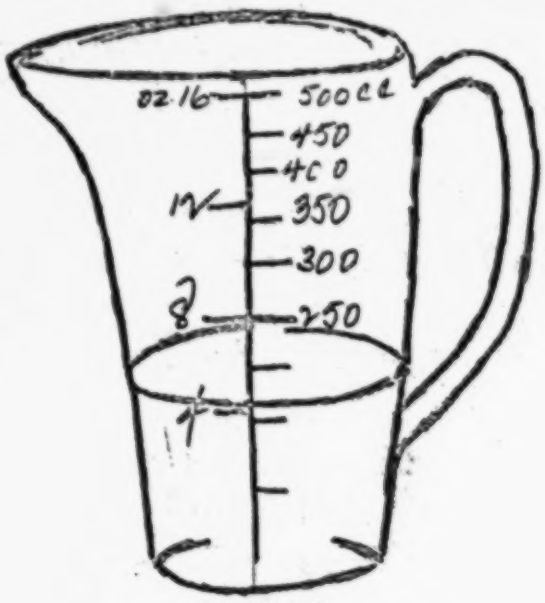
VOMITUS



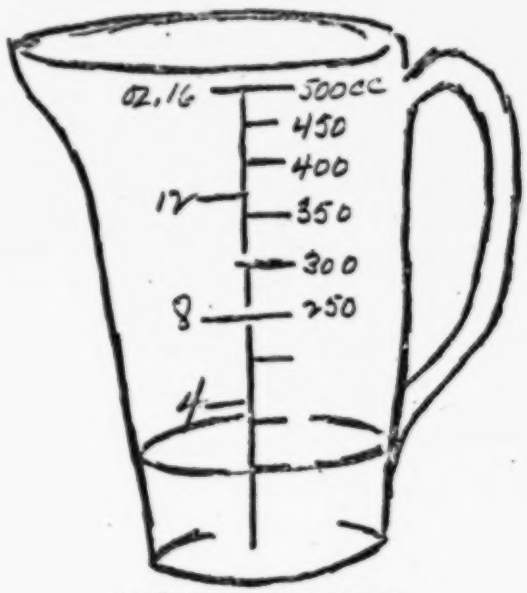
DRAINAGE

Urine	_____oz.	_____cc.
Vomitus	_____oz.	_____cc.
Drainage	_____oz.	_____cc.
Total	_____oz.	_____cc.

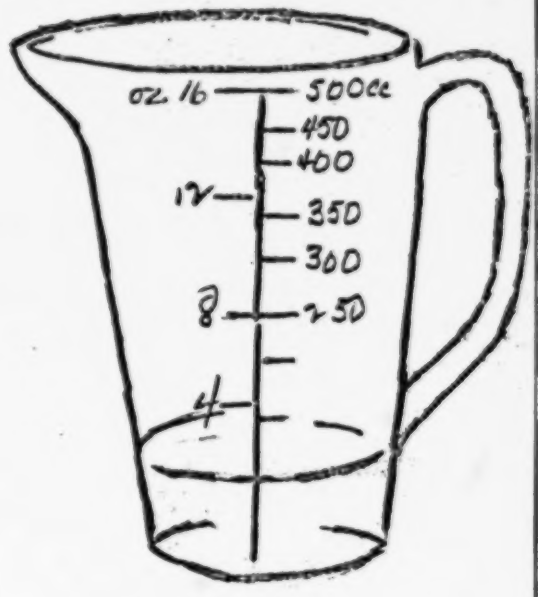
Problem 2: Compute the output for this patient in cc.



URINE



LIQUID BOWEL



VOMITUS

10/14/65

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

INTAKE - OUTPUT

		INTAKE				OUTPUT				
Date 19	Time	Oral (cc)	I. V. (cc)	Other (cc)	Total (cc)	Urine (cc)	Gastric Suction (cc)	Vomitus (cc)	Other (cc)	Total (cc)
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										
	7-3									
	3-11									
	11-7									
24 Hour Total										

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

INTAKE - - OUTPUT

	INTAKE						OUTPUT			
Time	Oral	I. V.	Sub. Q.	Tube Feeding	Levine Tube Irrig.	Cath. Irrig.	Urine	Emesis	Suction	Wou Dra
8 am										
9 am										
10 am										
11 am										
12 Noon										
1 pm										
2 pm										
3 pm										
TOTAL										
4 pm										
5 pm										
6 pm										
7 pm										
8 pm										
9 pm										
10 pm										
11 pm										
TOTAL										
12 MN										
1 am										
2 am										
3 am										
4 am										
5 am										
6 am										
7 am										
TOTAL										

TOUR OF DUTY	TOTAL INTAKE	TOTAL OUTPUT	SIGNATURE
7 - 3			
3 - 11			
11 - 7			
24 Hr. TOTAL			
DIFFERENCE			

MDT-NA 4

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING

DAILY RECORD - INTAKE-OUTPUT

	INTAKE			OUTPUT		
	TIME	P.O. (CC)	I.V. (CC)	WANGANSTEEN (CC)	URINE (CC)	*OTHER (CC)
7 A.M. TO 3 P.M.						
	TOTAL					
3 P.M. TO 11 P.M.						
	TOTAL					
P.M TO A.M						
	TOTAL					

TOTAL INTAKE 24 HRS.	C.C.	TOTAL OUTPUT 24 HRS.	C

*OTHER - INCLUDES VOMITUS - LIQUID BODY STOOLS.

(ESTIMATE AMOUNTS WHERE EXACT MEASUREMENT IS NOT POSSIBLE.)

On some hospital record sheets you will also find:

Intake: Sub Q which means under the skin by hypodermic
Tube feeding, Catheter irrigation

Output: Wagensteen which is suction of the stomach or intestine.

Problem 9: Enter on all 3 record sheets the intake and output for Mrs. Emily Young.

7:30 a.m.	300 cc urine
8:00 a.m.	1 glass of juice
	1 cup of coffee
10:00 a.m.	200 cc urine
10:30 a.m.	1/2 pot of broth
12:00 noon	1/2 glass of juice
	1 serving of ice cream
	1/2 serving of jello
	emesis 200 cc
1:30 p.m.	urine 150 cc
2:00 p.m.	1 cup of tea
5:00 p.m.	1/2 pint of milk
	1 pot of broth
8:00 p.m.	1 bottle of gingerale
	400 cc wangensteen drainage
10:00 p.m.	IV 1/2 pint

APPENDIX B

SAMPLE LESSON PLAN

DAY 26

PHYSICAL EXAMINATION

I Educational Objectives

A. New Objectives

The student must be able to

1. know equipment by name.
2. prepare the patient for a general physical examination.
3. prepare the patient in the
   a. dorsal recumbent position.
   b. knee chest position.
   c. Sims position.
   d. dorsal lithotomy position.
4. prepare the patient for vaginal and rectal examination.
5. assist the physician with
   a. the general examination.
   b. the vaginal and rectal examination.
6. help the patient after the examination.

B. Review Objectives - None

II Preparation

A. Assigned Homework pp. 32-46
B. Assemble Instruments
   1. Stethoscope
   2. Ophthalmoscope
   3. Nose Speculum
   4. Percussion Hammer
   5. Otoscope
   6. Ear Speculum
   7. Sphygmomanometer
   8. Vaginal Speculum
   9. Tuning Fork
   10. Tongue Depressor
   11. Emesis Basin
   12. Head Mirror
   13. Cloth Tape Measure

Instruments

14. Skin Pencil
15. Tissue Wipes
16. Rubbing Alcohol
17. Safety Pins
18. Laboratory Slides
19. Cotton Balls
20. Rubber Gloves
21. Lubricating Jelly
22. Draping Sheet
23. Flashlight
24. Paper Bag

III Learning Experiences

A. Demonstration and Class Practice -
   1. Handling equipment
   2. Preparing the patient for
      a. the general physical examination.
      b. the dorsal recumbent position.
      c. the knee chest position.
      d. the Sims position.
      e. the dorsal lithotomy position.
      f. the vaginal and rectal examinations.
   3. Assisting the physician with
      a. the general examination.
      b. the vaginal and rectal examinations.
   4. Helping the patient after the examination.

IV Evaluation

APPENDIX C

COURSE OUTLINE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 1 Class: Orientation Role of Nurse Aide Film: Hope in Peru Filmstrip: Handwashing Demonstration-return Quiz 1 Hw: pp. 1-5, 64-70	Day 2 Class: Handwashing Unoccupied Bed Filmstrip: Unoccupied Bed Film: A Communicable Disease Quiz 2 Hw: pp. 48-51	Day 3 Class: Transparencies On Hospital Organization Handwashing Feeding, Role Play Medical Records Kardex Assignment Sheets Quiz 3 Hw: pp. 156-162	Day 4 Clinic: Guided Tour Handwashing Unoccupied Bed Class: Practice:Snack Feeding, Pitchers Unoccupied Bed Filmstrip: Feeding Quiz 4, 5 Hw: pp. 17-28	Day 5 Clinic: Unoccupied Bed Feeding Housekeeping (Pitchers, Linens, Equipment) Testing Interviewing Allowance Forms Quiz 6
Day 6 Class: Filmstrip: Patient Hygiene: Oral, Bedbath, Backrub Demonstration-return Clinic: Unoccupied Bed Feeding Hw: pp. 71-73	Day 7 Class: Filmstrip: Occupied Bed Demonstration-return Review: Patient Hygiene Demonstration-return Clinic: Quiz 7 Hw: pp. 76-84	Day 8 Clinic: Patient Hygiene Occupied Bed Class: Filmstrip: Positioning Demonstration-return Dangling Review: Occupied Bed Patient Hygiene Quiz 8 Hw: pp. 92-99	Day 9 Clinic: Patient Hygiene Occupied Bed Dangling Class: Bedpan, Urinal Practice Practice:Backrub Quiz 9	Day 10 Clinic: Patient Hygiene Occupied Bed Bedpan Housekeeping Utility Room Hw: pp. 1-12
Day 11 Class: Asepsis Filmstrip: Repeat Clinic: Sterilization Handling Sterile Supplies Demonstration-return Hw: pp. 6-15	Day 12 Class: Sterilization Film: Pressure Steam Sterilizer Clinic: Cleaning Utility Class: Filmstrip: Balance In Action Quiz 10 Hw: pp. 84-91	Day 13 Class: Filmstrip Wheelchair, Walker Demonstration-return Clinic: Feeding Cleaning Utility	Day 14 Clinic: Patient Hygiene Occupied, Unoccupied Bed Bedpan Cleaning Utility Housekeeping Quiz 11	Day 15 Clinic: Patient Hygiene Occupied, Unoccupied Bed Bedpan Utility Mid Term Examination Hw: pp. 100-108

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 16 Class: Filmstrip Urinary Care, Enema Incontinence, Catheterization Clinic: Sterilization Wheelchair Walker Quiz 12 Hw: pp. 119-128	Day 17 Class: Filmstrip: TPR Thermometer-Reading Practice: Recording Practice Transparencies Clinic: Cleaning Utility Feeding Enema Hw: pp. 131-134	Day 18 Clinic: Patient Hygiene Utility Sterilization Class: Pulse Demonstration-return Recording Respiration-Recording TPR-Recording	Day 19 Clinic: TPR, Recording Class: Filmstrip: Intake-Output Demonstration-return Transparencies Worksheet Quiz 13 Hw: pp. 171-172	Day 20 Clinic: TPR-Recording Intake-Output Recording Class: Alarm Situation (Oxygen, etc.) Practice: Intake-Output Quiz 14 Hw: pp. 136-151
Day 21 Class: Treatments (hot & cold) Sitz Bath Film: Therapeutic Uses, Heat&Cold I&II Clinic: Feeding, TPR Recording Hw: pp. 113-118	Day 22 Class: Gathering Data Filmstrip: Clinitest, Acetest Demonstration-return Medical Records Clinic: Treatments Utility Room	Day 23 Clinic: Bedpan Clinitest Intake-Output TPR Utility Dangling Wheelchair/Walker Class: Practice: Heat& Cold Treatments Clinitest-Acetest Hw: pp. 13-15	Day 24 Clinic: Patient Hygiene Beds TPR TPR Clinitest Class: Isolation Practice: mask, gown Quiz 15 Hw: pp. 29-31	Day 25 Class: Filmstrip Admission/Discharge Roleplay Write Property Lists Worksheet Clinic Hw: pp. 32-46
Day 26 Class: Draping Prepare and Assist Physical Examination Role Play Read Handbook on Instruments Show Instruments Practice Quiz 16 Hw: pp. 152-7	Day 27 Clinic: Patient Hygiene Beds TPR Draping Assisting Examination Class: Bandages Demonstration-return Quiz 17 Hw: pp. 165-170	Day 28 Clinic: Patient Hygiene Beds TPR, Clinitest Enema Draping Class: Preoperative & Postoperative Care Quiz 18	Day 29 Evaluation Class: Post Mortem Care Spiritual Care	Day 30 Final Examination